

## FINAL COMMUNIQUE

### FOURTH UNITED STATES-JAPAN CONFERENCE ON CULTURAL AND EDUCATIONAL INTERCHANGE

Six years after the first United States-Japan Conference on Cultural and Educational Interchange met in Tokyo and nearly seven years after this series of bi-national discussions was brought into being by the decision of Prime Minister Ikeda and President Kennedy, the Fourth Conference convened in Washington, D.C. from April 3 to 8, 1968. General discussion of cultural problems in the first two Conferences had led to a more specific concentration on the role of universities in mutual understanding at the Third Conference, making it appropriate to devote the fourth meeting to the broader educational systems of the two countries. The subject was made particularly significant by the fact that Japan and the United States share world leadership in mass education and so have come to confront similar problems. Discussion at the Fourth Conference benefitted greatly from the atmosphere of cordiality which has developed in the course of previous Cultural Conferences.

#### Education and Development in Advanced Societies

Recognizing that accelerated industrialization and modernization impose an unprecedented rate of change in the educational systems of advanced societies, the Conference examined the economic, structural, and philosophical features which currently characterize the Japanese and American systems.

The delegates noted similarities in their educational systems as well as differences which reflect the environment and historical individuality of each nation. In both countries education has become a major industry, calling for evaluation of its position within the total economy. In both countries the administrative and financial role of government has become increasingly important, necessitating a reconsideration of the relationship of government to education. Among the problems common to both, the delegates identified the rising enrollments and increased demands for education; the difficulties of keeping educational research, technology and philosophy abreast of the needs of a rapidly changing modern society; the relationship of education to the surpluses and shortages of human resources created by the changing needs of a modern society. Both countries share the problem of providing adequate support for private educational institutions. In contrast, both countries have, for example, approached the problem of democratizing education in different ways. The heterogeneity of the United States and the homogeneity of Japan, as well as the diversity of their cultural heritages, lead to different approaches and different solutions.

Other differences were identified, for example, the degree of emphasis placed on primary and secondary education as against higher education. There was general consensus, however, that study of these and other differences is fruitful and that each country can benefit from closer examination of the other's system.

Accordingly the Conference recommended as a priority activity for the near future a program of: (1) exchange of information on the educational systems at all levels, (2) increased exchanges of educational administrators and teachers, (3) joint binational research projects on comparative education, educational planning and technology, and studies including third countries, and (4) sharing the experience of Japan and the United States in the educational development of other nations.

#### General Review

The Conference turned then to a general review of the current status and a consideration of possible new emphases in the cultural and educational interchange between Japan and the United States. In view of the ever increasing importance of Japan and the United States to each other, and of the central value of cultural and educational interchange to the advancement of learning, the enrichment of life, and the deepening of understanding between the two countries, the Conference noted with deep satisfaction the continued growth in the number of students, scholars, and artists crossing the Pacific. It also noted with satisfaction that research projects have recently been undertaken with financial support from both governments and under the joint auspices of the Social Science Research Council and the American Council of Learned Societies in the United States and the Society for the Promotion of Science in Japan.

At the same time, it pointed out that this interchange had not yet reached a level commensurate with its importance. The flow, it was felt, has been too one-sided. Effort should be made to bring more Americans to Japan and to have Japanese scholarship and cultural experience better understood in America. Lack of financial support was recognized to be a major factor inhibiting balanced and adequate interchange. Additional funds need to be sought on both sides if the relationship is to be sustained and expanded as both desire. The Conference also called attention to the still existent barriers to understanding created by the differences in language and cultural background of the two countries. And it was pointed out especially that a joint effort is needed to study and reduce these underlying intellectual barriers deriving from differences in cultural heritage.

#### Establishment of a Permanent Joint Committee

In line with the requirements of the adopted agenda, an overall review and evaluation of the current status of United States-Japan educational and cultural relations was conducted. The conferees concluded that the dimensions of mutual interests and common problems in the educational and cultural life of the two countries require constant discussion in depth by distinguished Japanese and American leaders. The experience of this and the preceding three conferences since 1962 and the growing

importance of these relations in modern societies underline the need to continue these biennial conferences and to provide a more permanent basis for the work of the Conferences.

Accordingly, the Conference resolved that a Permanent Joint Committee be established to replace the temporary sister committees and working groups created by the Third Conference. Such a committee, it was felt, could provide greater continuity to the work of coordinating the broad and varied range of cultural and educational activities, and could serve as a primary planning agency for the biennial Conferences.

The Conference adopted the following resolution:

Resolution Adopted by the Fourth  
United States-Japan Conference  
on Cultural and Educational Interchange

April 8, 1968

WHEREAS

the delegates to the Fourth United States-Japan Conference on Cultural and Educational Interchange, meeting at Washington, D.C., April 3-8, 1968 recognize the substantial progress achieved by earlier Conferences through bilateral consideration and open discussion of common problems affecting the educational and cultural relations of Japan and the United States,

AND WHEREAS

the delegates consider that the diversified nature and scope of educational and cultural relations between

the two countries demand periodic review and evaluation, continuing support and encouragement, and more constant and consistent initiatives,

AND WHEREAS

both countries have joint responsibilities for ensuring that the channels of artistic and intellectual communication continue to be developed and fully utilized,

AND WHEREAS

binational solutions must be found for the still existent barriers to free interchange in the arts and scholarship,

BE IT HEREBY RESOLVED

that this Conference recommend to the Prime Minister of Japan and to the President of the United States that the two Governments continue to convene these Conferences biennially, alternating their sites between the two countries, and that a single Permanent Joint Committee

on United States-Japan Cultural and Educational Cooperation be appointed, replacing the separate sister committees and working groups created by the preceding Conference;

AND BE IT RECOMMENDED

that the Permanent Joint Committee on United States-Japan Cultural and Educational Cooperation (a) follow up on recommendations made at previous conferences; (b) constantly review activities affecting the cultural and educational relations between the two countries; (c) explore and recommend new initiatives and new fields of activity referred to in (b) above; and (d) submit plans for succeeding Conferences;

AND BE IT FURTHER RECOMMENDED

that the co-chairmen of this Conference hereby appoint an ad hoc working group from both countries to draw up specific recommendations on the size, composition, mode of operation, staffing and other requirements of the Permanent Committee, to be submitted to both governments for consideration. (End of Resolution)

#### Specific Needs

Certain specific needs were singled out for priority consideration by the Permanent Joint Committee whose establishment was recommended. These included the following:

In the interchange of students, teachers, and researchers generally, the need to strengthen the role of the social sciences, the humanities, and the

arts;

In the social sciences, the need to encourage more joint research activities of the kinds that have been so fruitful in the natural sciences;

In the Fulbright Program, the desirability of finding additional new resources to enable it to continue its present individual grant program and, if possible, to expand its activities to support joint research projects, binational seminars and conferences, and to perform for a larger body of students and scholars such facilitative services as counselling, orientation, language testing and the like;

In the field of library development and the exchange of published materials, the desirability in each country to work toward the establishment of one or more comprehensive libraries of materials published in the other country, to enrich a number of smaller collections primarily for undergraduate study, to establish an effective clearing-house to assist libraries in both countries with bibliographical information and with acquisitions problems, particularly of official publications and other materials not available in regular commercial channels, to advance cooperative cataloging, to exchange library consultants



and in-service trainees;

In English-language teaching for Japanese, recognized by every Cultural Conference as a matter of highest concern, the need to keep under constant review the many serious efforts now being made;

In Japanese-language teaching for Americans, the need to recruit a greater number of able instructors, to devise teaching materials particularly for advanced work in specialized fields, and to improve and expand the facilities in Japan for instruction;

In translation and abstracting, the need to locate or train a greater number of competent translators, particularly in the social sciences, to find greater financial support for translation, and to work together to identify works worthy of translation;

In the arts, the need to heighten the appreciation and increase the possibility for enjoyment of the traditional and contemporary arts of both countries.